KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Preliminary discussion for regulation on alternative education

Applicable Statute or Regulation:

KRS 156.070, KRS 156.160

History/Background:

Existing Policy. The vision of the Kentucky Board of Education (KBE) is to make sure every child graduates from high school proficient and prepared for success -- college and career ready. In order to reach this goal for all students, focus must be put on alternative education.

During the 2011 regular session, HB 225 included provisions on raising the compulsory school age attendance from 16 to 18 and providing regulatory review for alternative education. The proposed legislation would have required the Kentucky Department of Education (KDE) to promulgate an administrative regulation to define alternative education programs and to provide a means for districts to track data regarding the students enrolled in alternative programming.

While the legislation did not pass, KDE is moving forward with a proposal for the KBE to promulgate a regulation to provide a better framework for local districts to tackle issues surrounding alternative education programming. To that end, KDE has assembled a workgroup to discuss alternative education programs and to provide input during the drafting process.

The regulation will include a definition for alternative education programs. Additional regulatory provisions will focus on tracking of student data and assessment information and cataloging expenditures. The regulation will be brought to the August 2011 meeting of the KBE for the first reading.

KDE is also currently surveying districts and updating guidance on best practices for alternative education programs.

Policy Issues:

The board is asked to consider these questions during its discussion of this agenda item at the June meeting:

1. Does the KBE have input on how alternative education should be defined?

2. Should the definition include innovative pathways to graduation initiatives that districts may want to implement?

3. Are there additional data elements that should be tracked related to alternative education?

4. How should districts be held accountable for the alternative programs?

5. Should KDE recommend or establish a funding model for alternative programs?

Impact on Getting to Proficiency:

In order for all students to be proficient and prepared for success we need to enhance alternative education programs throughout the state so that the needs of all students can be met.

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Commissioner of Education

Date:

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